

## Good Health--It`s Elementary! An Elementary School Health Fair

### Basics

**Project Title**

Good Health--It`s Elementary!  
An Elementary School Health Fair

View/Download File: </project14/Elementary Health Frameworks.doc>

**Theme**

Promotion of wellness

**Submitted By**

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**Organization**

Union 61: Brimfield, Brookfield, Holland, Sturbridge and Wales

**Brief Description**

Students at the elementary level will organize a community health fair. They will arrange for a variety of health care agencies to attend the event and to promote general health by offering presentations and educational materials. Students, families, and community members are invited to attend this event.

**Materials / Resources**

See attachments in the Units/Activities section which provide support for the activities.

**Team members**

Health fair coordinator, classroom teacher or teachers

**Pre-requisite knowledge**

Students will draw upon their own personal health experiences as they engage in this project.

**Technical support needed**

Classroom computers can be used by the students to efficiently engage in the activities.  
Presenters may bring electronic media that requires technology to run.

**Any modifications or extensions for particular student populations?**

This project could be expanded to include a wide range of classes of students of any age. Each class could select a health topic of interest such as bicycle safety. After studying the topic, the class could prepare a display for the health fair. Additionally, students can work as exhibitors to present information about good health using materials such as a human heart model, nutrition display boards, blood pressure cuffs, fat chunk models, a pediatric oximeter, a stethoscope, a safety ball, My Body display charts, fitness dice, a food choices flip chart, a sugar facts test tube set, and portion distortion models.

### Key Questions

## Key Questions

What are the essential elements of a successful community event?  
How can individuals work together to plan and carry out a successful community event?  
How can we promote healthy lifestyles in our community?  
What can each of us do for ourselves to enhance healthy living?  
What resources are available to us to support a healthy lifestyle?

## Connections: How or why was this topic identified? Why is it meaningful?

After reviewing the nursing end of the year report, it was determined that there are an increasing amount of students with a variety of psycho-social and medical concerns. It is our intent that by participating in a health fair and making connections with community health professionals, these students will recognize the resources available to them that can support them toward achieving optimal health and academic success. All students will gain updated general health information to help them and their families make healthy lifestyle choices.

## Background Research: What resources were used to find background information for this project?

Health Fair Planning Guide developed by Texas Agrilife Extension Service  
Health and Wellness Resource Manual compiled by Tantasqua Regional & Union 61 School Nurses

Web Link:

[http://fcs.tamu.edu/health/health\\_fair\\_planning\\_guide/index.php](http://fcs.tamu.edu/health/health_fair_planning_guide/index.php)

View/Download File: [/project14/TRU61 Health and Wellness Resource Manual\\_614.doc](/project14/TRU61 Health and Wellness Resource Manual_614.doc)

## Outcomes: What was the outcome? How was it shared or applied in the community?

A health fair creates an opportunity to expand community partnerships and build awareness of local services offered to students and their families. A Community Health and Resource Manual can be developed or updated following the health fair and made available to the community in a designated area of each school.

## Units / Activities

### Activity 1: Introduction to Health Fairs (1 class period)

Students, with teacher guidance, discuss areas of health that are important to them. Students brainstorm health topics that they would like to learn about at a health fair. The school nurse or health educator will give a presentation regarding the components needed to set up a health fair.

**Activity 2: Identification of Target Health Issues (1 class period)**

Students, with teacher guidance, develop a survey asking peers to recommend important health topics for students in their age group. They then write a one-page paper on the health topics they think should be included in a health fair. Students, with teacher guidance, determine if the health fair will be an educational, activity-oriented, health screening, community-based, or student-based health fair.

**Activity 3: Identification of Exhibitors (1 class period)**

Students review surveys and make a list of recommended health topics. The school nurse/health educator provides guidance regarding community organizations and resources that could provide information on the selected topics.

Tantasqua Regional/Union 61 Health and Wellness Resource Manual (attached)

View/Download File: [/project14/TRU61 Health and Wellness Resource Manual\\_828.doc](/project14/TRU61 Health and Wellness Resource Manual_828.doc)

**Activity 4: Exhibitor Invitations (1 class period)**

The teacher displays a number of invitations and students identify the essential elements needed for an invitation. Students work in small groups to complete the invitations to potential exhibitors, with one group developing a graphic, another group penning the invitation, and a third group addressing the envelopes. With the invitations, students also include a prepared health fair exhibitor registration form and a self-addressed stamped envelope so that the exhibitors can send back the health fair registration form.

Several examples of invitations Tantasqua Regional/Union 61 Health and Wellness Resource Manual (attached above) Note paper, envelopes, stamps Art supplies Health Fair Exhibitor Registration Template (attached)

View/Download File: [/project14/Health Fair Exhibitor Registration Template\\_995.doc](/project14/Health Fair Exhibitor Registration Template_995.doc)

**Activity 5: Organizing the Health Fair (1 class period)**

Students work with the teacher to brainstorm tasks that need to be completed in order to run the health fair and then will organize themselves into subcommittees. Possible subcommittees include correspondence, organization, decorations and prizes, refreshments, and questionnaire and evaluation.

**Activity 6: Project Timeline (1 class period)**

Students work with the teacher to select a date and site for the health fair. Students then work in subcommittees to review tasks that were identified and to add other tasks which are needed. They put the tasks in the order in which they need to be accomplished. The teacher provides guidance to help students develop a deadline for each activity. Students then create a mini-poster that includes the to-do list for each subcommittee. As the project unfolds, students can then check off each activity as it is completed.

Poster board Art supplies

**Activity 7: Request Handouts (1 class period)**

Students review a variety of letters and select the one that includes all of the components of a letter. The teacher reviews the elements of a business letter. The teacher then distributes or posts a list of health agencies that provide handouts. Students, working in pairs, select an agency to contact and write a letter requesting free health materials. Students create a self-addressed, stamped envelope and include that with the letter in an envelope that they address and stamp.

Several examples of business letters, with one letter having all of the features of a business letter and the others lacking in some respect Note paper, envelopes, stamps

**Activity 8: Organizing the Health Fair (several class periods)**

Students work in committees to carry out the committee work before, during and after the health fair. As students complete a task, they check it off on the poster that lists the tasks.

Health Fair Committee Work Chart (attached)  
Health Fair Exhibitor Confirmation Letter Template (attached)  
Publicity Request Letter Template (attached)  
Health Fair Flyer Template (attached)  
Sample Health Fair Floor Plan (attached)  
Exhibitor Spreadsheet Template (attached)  
Sample Health Fair Participant Questionnaire (attached)  
Health Fair Participant Evaluation Template (attached)  
Health Fair Exhibitor Evaluation Template (attached)

View/Download File: [/project14/Health Fair Committee Work Chart\\_679.doc](#)

View/Download File: [/project14/Health Fair Exhibitor Confirmation Letter Template\\_344.doc](#)

View/Download File: [/project14/Publicity Request Letter Template\\_650.doc](#)

View/Download File: [/project14/Health Fair Flyer Template\\_513.doc](#)

View/Download File: [/project14/Sample Health Fair Floor Plan\\_690.doc](#)

View/Download File: [/project14/Exhibitor Spreadsheet Template\\_29.doc](#)

View/Download File: [/project14/Sample Health Fair Participant Questionnaire\\_533.doc](#)

View/Download File: [/project14/Health Fair Participant Evaluation Template\\_836.doc](#)

View/Download File: [/project14/Health Fair Exhibitor Evaluation Template\\_900.doc](#)

**Activity 9: Press Release(1 class period)**

Students work in pairs to read information about news stories, then find the elements of a news story in a news story with which they have been provided. Also in pairs, students brainstorm information about the health fair that should be included in a news story. The teacher takes suggestions from students during a whole class discussion to create a news story that is a result of student collaboration.

Write Source materials or other materials that provide information about the elements of a news story and how to write ne Examples of news stories Press Release Template (attached)

View/Download File: [/project14/Press Release Template\\_444.doc](/project14/Press Release Template_444.doc)

**Activity 10: Exhibitor Thank-You Notes and Student Participation Prizes(1 class period)**

The teacher introduces the thank-you note activity and elicits information from the students about what would be included in a thank-you note. The teacher reviews the elements of a letter. To support the use of creative language, students work in small groups to brainstorm synonyms for words that they may want to use in the thank-you notes such as thanks, fun, and nice. Students create posters with similies for these common words. Each student is assigned a particular exhibitor and then individually creates a thank-you note that includes creative language. To complete the activity, students address envelopes for the cards and then stuff the envelopes. Students who finish early \tally the number of completed participant questionnaires per classroom and count out small participation prizes to be delivered to the students who completed the surveys.

Thesauri, Note paper, envelopes, stamps Art supplies

**Activity 11: Using Data to Evaluate the Health Fair (1-2 class periods)**

The teacher reviews the participant and exhibitor evaluations to select elements of the evaluation form that would create a learning opportunity on data analysis. Students work in small groups to tabulate the results of selected evaluation questions. The teacher introduces selected strategies for organizing data. Each student receives tabulated results of one element of the survey and makes a data display for that information. Students find the data landmarks for the data. In a whole class discussion, students use the data to draw conclusions about the successes of the health fair and next steps for a future health fair.

Completed health fair participant and exhibitor evaluations

**Instructional Techniques**

**Teacher-Directed**

Lecture  
Class discussion  
Pre-writing activities

**Student-Directed**

Note-taking  
Composition of writing pieces for communication purposes

**Inter/Intrapersonal Skills**

Partner and group work  
Participation in class discussions  
Communication with exhibitors and community agencies  
Committee participation

**Hands-On Exposure**

Planning, implementation, and evaluation of a community event  
Application of basic skills to accomplish authentic tasks

**Research**

Research needs and providers that can serve as a resource

**Assessment Techniques**

**Formal writing rubrics**

Students utilize writing skills to produce written pieces such as letters or surveys. The teacher evaluates the products to determine proficiency at writing different types of writing pieces.

## Questionnaire data collection rubrics

Students create questionnaires, collect data from the surveys, create graphs to display the data, and then analyze the data. The teacher evaluates the products to determine proficiency at working with data.

## Health Fair Questionnaires

A participant questionnaire that highlights key health questions provides a structure that participants can use to explore the variety of exhibits at the health fair and to learn new information about health. A health fair exhibitor evaluation form and a health fair participant evaluation form both provide students with feedback about the success of the health fair. These evaluations provide raw data that students can compile using key mathematics skills.

View/Download File: [/project14/Sample Health Fair Participant Questionnaire\\_455.doc](#)

View/Download File: [/project14/Health Fair Participant Evaluation Template\\_233.doc](#)

View/Download File: [/project14/Health Fair Exhibitor Evaluation Template\\_178.doc](#)

## Frameworks / Skills

### *CDE Benchmarks* **A1-1**

Flexible, higher order thinking skills (e.g., project management, leadership, problem solving)  
(CDE Benchmarks)

### *CDE Benchmarks* **A2-3**

Organizational skills for career and life management  
(CDE Benchmarks)

### *CDE Benchmarks* **A4-1**

Knowledge of the benefits of education for career and life management  
(CDE Benchmarks)

### *CDE Benchmarks* **A4-2**

Knowledge of the benefits of education for personal and professional satisfaction  
(CDE Benchmarks)

### *CDE Benchmarks* **PS2-1**

Skills in interacting positively with others at home, at school, at work, and in the community  
(CDE Benchmarks)

**CDE Benchmarks**  
**PS2-2**

Skills in problem-solving and conflict resolution at home, at school, at work, and in the community  
(CDE Benchmarks)

**CDE Benchmarks**  
**PS4-2**

Knowledge and skills for communicating and working positively in diverse settings (e.g., speaking a second language; seeking balanced representation on group projects)  
(CDE Benchmarks)

**VTE Strand 1 - Health and Safety**  
**VTE Strand 1 - Health/Safety**

Identify practices used to avoid accidents.  
(VTE Strand 1 - Health and Safety)

**VTE Strand 1 - Health and Safety**  
**VTE Strand 1 - Health/Safety**

Discuss ways to identify and prevent workplace/school violence.  
(VTE Strand 1 - Health and Safety)

**VTE Strand 1 - Health and Safety**  
**VTE Strand 1 - Health/Safety**

Develop cleaning and sanitizing schedule and procedures for equipment and facilities.  
(VTE Strand 1 - Health and Safety)

**Math Frameworks (HS)**  
**12.D.1**

Design surveys and apply random sampling techniques to avoid bias in the data collection.  
(Math Frameworks (HS))

**21st century**  
**Global Awareness**

Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. Understanding other nations and cultures, including the use of non-English languages.  
(21st century)

**21st Century**  
**Communication and Collaboration Skills**

Articulating thoughts and ideas clearly and effectively through speaking and writing. Demonstrating ability to work effectively with diverse teams. Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal. Assuming shared responsibility for collaborative work.  
(21st Century)

**21st Century**  
**Media Literacy**

Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions. Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors. Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information  
(21st Century)

**21st Century**  
**ICT Literacy**

Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information  
(21st Century)

*21st Century*  
**Social and Cross-Cultural Skills**

Working appropriately and productively with others. Leveraging the collective intelligence of groups when appropriate. Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.  
(21st Century)

*21st Century*  
**Leadership and Responsibility**

Using interpersonal and problem-solving skills to influence and guide others toward a goal. Leveraging strengths of others to accomplish a common goal. Demonstrating integrity and ethical behavior. Acting responsibly with the interests of the larger community in mind.  
(21st Century)

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Tags = health | Subject = ELA, Mathematics, Technology, Physical\_Education, Service\_Learning test |  
Grade Level = Elem | Time Period = | Program/Funding = 310-B |

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Direct website link to this project: <http://resources21.org/cl/contextual.asp?projectnumber=14>

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